DOCUMENT RESUME

ED 166 451 CE 019 799

AUTHOR	Woodard, Sandra R.
TITLE	In-Basket Simulation: Typing. Teacher [and Student Manuals], B. Auditing Clerk-Typist.
INSTITUTION	Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
SPONS AGENCY	South Carolina State Dept. of Education, Columbia.
PUB DATE	78
NOTE	12p.; For related documents see ED 155 303, ED 155 400-478, CE 019 471-478, CE 019 480-489, and CE 019 792-801 ; Parts may not reproduce clearly due to colored paper
AVAILABLE FROM	Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.00)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives; Independent Study; *Learning Activities; *Needs Assessment; *Office Occupations Education; Office Practice; *Performance Based Education; Planning; Postsecondary Education; Secondary Education; Simulation; *Typists; Vocational Education; Working Hours; Worksheets
IDENTIFIERS	Vocational Technical Education Consortium States

ABSTRACT

This in-basket-simulation learning module on the activities of an auditing clerk typist for secondary and postsecondary teachers and students, the ninth in a series of eleven task and in-basket simulations, was designed to provide individualized instruction in office occupations courses, such as introductory business and typewriting. (Each module in the set is designated A, B, or C, representing level of difficulty from, respectively, easy to difficult.) The module is divided into two parts. The first, developed for teacher use, includes the following: teacher instructions; definitions of task and in-basket simulations; objectives (in-basket tasks to prioritize); prior student experiences; necessary supplies and resources; completion time; method of evaluation; work sheet; answer key; and answer sheet. The second part, developed for student use, includes the following: objectives (in-basket tasks to prioritize); prior student experiences; necessary supplies and resources; description of simulation situation; instructions; and in-basket items to prioritize. (This module was developed around performance objectives 4 and 7 of the V-TECS [Vocational-Technical Education Consortium of States] Secretarial Catalog. Other related office occupations instructional materials are available in ERIC--see note.) (EM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED166451

IN-BASKET SIMULATION

TYPING

TEACHER

B

AUDITING CLERK-TYPIST

Developed by

Sandra R. Woodard

State Department of Education
Office of Vocational Education
Office Occupations Education
Columbia, South Carolina 29201

In Cooperation With

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

© 1978 South Carolina Department of Education

CE 019 799

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Arthur K. Jensen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

TEACHER INSTRUCTIONS

The task and in-basket simulations have been developed to supplement performance objectives in the V-TECS Secretarial Catalog. The simulations are designed for individualized instruction and can be used in several office occupations courses. Teachers involved in 1976 EPDA workshop wrote the simulations and tested these materials in their classrooms. Suggested time limits may vary according to the ability and experience of your students.

The level of difficulty is noted on each simulation. "A" indicates an easy simulation, "B" average, and "C" difficult. This rating may vary according to the capabilities of your students. Pre-tests are included in the task simulations.

Students should not write on the simulations. Answer sheets for the in-basket simulations are included in the teacher materials and should be duplicated as needed. The teacher key for in-basket simulations reflects one correct method of listing priorities. Evaluation should be flexible. If a student can justify answers which differ from the suggested answers, they should be accepted as correct. You may prefer to use the in-basket simulations as learning experiences rather than for evaluation purposes.

Teachers should complete each simulation before making assignments to students. You must be familiar with the contents in order to answer questions. Avoid giving too many directions and hints. The purpose of the simulations is to teach your students to think and to make decisions under pressure.

DEFINITIONS

A task simulation is an instructional technique in which the learner performs several different tasks. The simulation requires that the learner use previously acquired skills and knowledge in order to complete the tasks. An in-basket simulation is a technique in which a specific position is described and in which the learner is required to make decisions about the priority of each task described in the simulation. In an in-basket simulation, tasks are not performed by the student but are listed in order of priority.

THIS IN-BASKET SIMULATION CORRELATES WITH OBJECTIVES 4 AND 7 IN THE V-TECS SECRETARIAL, STENOGRAPHIC, TYPING AND RELATED OCCUPATIONS CATALOG.

TITLE:

Auditing Clerk-Typist

OBJECTIVE:

Given numerous tasks that an Auditing Clerk-Typist for a large department store would be expected to perform, you are to identify the tasks and list them in their order of priority. You will be given 20 minutes in which to perform this objective.

PRIOR STUDENT EXPERIENCE:

Instruction in Typing I
At least the first semester of Typing II
Prior discussion on what is meant by task priority

NECESSARY SUPPLIES AND RESOURCES:

Student In-Basket Simulation materials
Answer Sheet provided by the teacher
Pen or pencil
Scratch paper
V-TECS Secretarial Catalog

COMPLETION TIME:

Twenty-minute time limit. This simulation is designed for completion in this time limit by an average student or an above average student. A slow student would require more time to complete this simulation.

METHOD OF EVALUATION:

Teacher correction with each task worth 10 points (five points for priority order and five points for level of priority).

Some variation may occur among students in listing priorities. If justification can be shown by the student for his or her decision, then credit should be given.

SCRATCH WORK

List the tasks presented in each of the items given in the simulation. Some items have more than one task. Beside each of the tasks, indicate whether it should be ranked as IMM for immediate, IMP for important, ROU for routine, or HOL for hold. (See the first page of the simulation for instructions on these rankings.)

Priority Rating		Brief Description
Item A:		
_____	1.	_____
_____	2.	_____
_____	3.	_____
_____	4.	_____
Item B:		
_____	5.	_____
_____	6.	_____
Item C:		
_____	7.	_____
Item D:		
_____	8.	_____
Item E:		
_____	9.	_____
Item F:		
_____	10.	_____

TEACHER'S ANSWER KEY

ORDER	LEVEL OF PRIORITY	TASK	EXPLANATION
Ex	IMM	T	Call Mr. Thompson
1.	IMM	F	Supply requisition
2.	IMM	A	No. 10 report for Mr. Murphy
3.	IMP	A	Letter to Mrs. Lois Baker
4.	IMP	E	File folders for Mr. Murphy's trip on Thursday
5.	ROU	C	Daily Retail Sales Report No. 400
6.	ROU	D	Daily Mailgram
7.	HOL	A	Letter to Mrs. Hartsoe
8.	HOL	A	Letter to Mrs. Fleming
9.	HOL	B	Phone call to John Williams for amount of refund for Epting
10.	HOL	B	Letter to Mrs. Frances Epting

Note: The last three letters could be typed in any order; however, the phone call would have to precede the letter to Mrs. Frances Epting. It is also possible to type the file folders after getting out the Daily Mailgram.

ANSWER SHEET

You are to arrange the above tasks in the order in which you would perform them. The first task you list should be the one you would perform first, and the last task listed should be the last task you would perform. To the left of each task write the priority rating as follows:

IMM–Immediate
IMP–Important
ROU–Routine
HOL–Hold

ORDER	LEVEL OF PRIORITY	TASK	EXPLANATION
Ex.	IMM	T	Call Mr. Thompson
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			

IN-BASKET SIMULATION

TYPING

STUDENT

B

AUDITING CLERK-TYPIST

Developed by

Sandra R. Woodard

State Department of Education
Office of Vocational Education
Office Occupations Education
Columbia, South Carolina 29201

In Cooperation With

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

© 1978 South Carolina Department of Education

AUDITING CLERK-TYPIST

OBJECTIVE:

Given numerous tasks that an Auditing Clerk-Typist for a large department store would be expected to perform, you are to identify the tasks and list them in their order of priority within 20 minutes.

PRIOR STUDENT EXPERIENCE:

Instruction in Typing I
At least the first semester of Typing II
Prior discussion on definition of task priority

NECESSARY SUPPLIES AND RESOURCES:

Student In-Basket Simulation materials
Answer Sheet provided by the teacher
Pen or pencil
Scratch paper

SITUATION:

Your name is Kelly Clark. You are employed as a Clerk-Typist in the Auditing Department of a large department store. As one of the nine employees who work for the comptroller of the store, your job consists of typing communications for the entire office. Your work day begins at 8 a.m. Since David Murphy, the comptroller, usually works late at night, you usually find several items left on your desk from the night before as well as any tasks you did not complete the previous day. You also have certain routine typing tasks which must be performed each day.

INSTRUCTIONS:

On the following pages are various items which need to be taken care of by you in your position as Auditing Clerk-Typist. Examine each item carefully and, using the Answer Sheet provided by your teacher, list each task and determine its priority ranking according to the following code:

IMMEDIATE – Those tasks which need to be completed at once.

IMPORTANT – Those tasks which need to be completed within the next hour or two.

ROUTINE – Those tasks which should be completed after the more important ones have been performed; these usually need to be performed today or possibly tomorrow.

HOLD – Those tasks which are not pressing, but should be completed when all other tasks have been completed.

Once you have listed each task in each item and given it a priority rating, you are to list the tasks on the bottom portion of your Answer Sheet in the order in which they should be performed. The first task you list should be the task you would perform first (the one which is most urgent). The last task listed should be the least urgent task which needs to be performed.

Turn to the next page and assume that the items you find on the following pages are actual items on your desk as you arrive for work on Wednesday morning. Take your Answer Sheet and proceed according to the instructions just given.

From The Desk Of

DAVID MURPHY
COMPTROLLER

Date Thurs. 8:00 p.m.

Kelly,

I know you don't usually type the #10 report until Thurs. but Mr. Owens from Wilkesboro Zone will be in at 10 a.m. tomorrow, and I would like to show the report to him.

Attached you will find the pencil copy of the #10 and several letters. One letter to Mrs. Lois Baker is urgent + needs to go out tomorrow, but the ones to Mrs. Hartsoe + Mrs. Fleming can be handled when you have time. D. Murphy

ITEM A

Kelly,

Please send a copy of form letter 6004 on returned merchandise to:

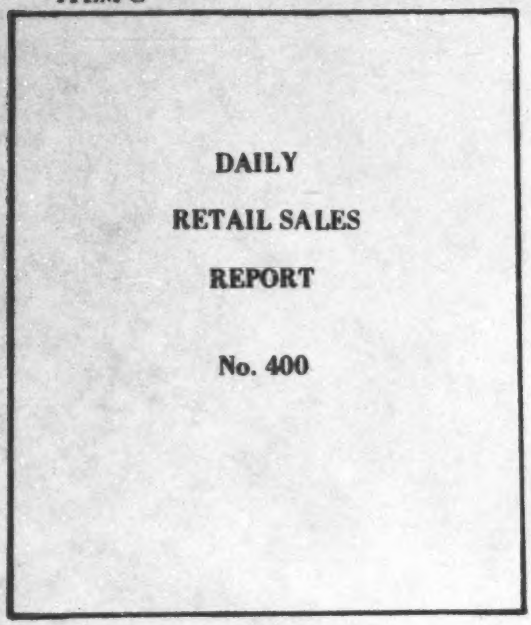
Mrs. Frances Epting
1818 Clarendon Circle
Sumter, SC 29050

Call Mr. John Williams in Division 15 to get the amount of the refund.

Thanks,
Claire

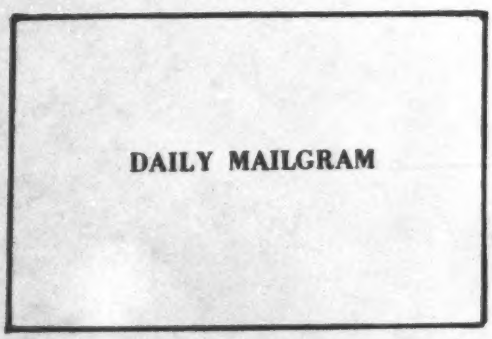
ITEM B

ITEM C



The pencil copy of this report is usually on your desk by the time you return from lunch at 1 p.m. each day. It must be typed and proofread by 3 p.m., at which time the division managers come by to check their daily sales. They are always anxious to see this report.

ITEM D



This is an interhouse memo which must be mailed to the control store, in Hopeville, NC, each day. The figures are obtained from the No. 400 report. Mr. Murphy lets you sign his name to this without his checking it, so great care must be taken. It is also your job to see that it is placed in the afternoon mail.

From The Desk Of

DAVID MURPHY
COMPTROLLER

Date: Tues. night

Kelly,
I'll be going to Virginia Beach, Thursday to a Zone meeting. I'll be taking all the information you have typed on the display and advertising study.
Please type a file folder for each division, so I can get my study information organized.

D. Murphy

ITEM E

Kelly,
Please type the attached supply requisition as soon as possible. We are out of Home Demo forms + Division 20 is waiting for some.

Thanks,
Jeannie

ITEM F